

**Application for Admission to the
Teacher Education Program
Master of Arts in Teaching (MAT)**



**Winthrop University
Richard W. Riley College of Education**

Student is to submit the original copy plus two additional copies of the entire application to Student Academic Services in Withers 144.

Winthrop University
Richard W. Riley College of Education
Student Academic Services
Rock Hill, SC 29733
(803) 323-4750

Application For Admission To The Teacher Education Program

PART I: TO BE COMPLETED BY THE STUDENT

GENERAL INFORMATION:

Social Security No. _____ - _____ - _____

Last Name

First Name

Middle Name

Local Address: _____

Permanent Address: _____

Local Phone No. () _____

Permanent Phone No. () _____

Advisor _____

Teaching Field _____

Email _____

ADMISSION REQUIREMENTS – Circle the appropriate response:*

- | | | |
|---|-----|----|
| ◆ I will have completed 12 semester hours of graduate-level coursework by the end of this semester. These 12 hours include at least 6 hours of required education courses and at least 3 hours of content coursework. | YES | NO |
| ◆ I have achieved full admission to the MAT degree program. | YES | NO |
| ◆ I have achieved a cumulative 3.0 grade-point average on graduate course work. | YES | NO |
| ◆ I have completed a program of study that indicates the planned semester for enrolling in the MAT Internship. | YES | NO |
| ◆ I have completed a minimum of 25 hours of supervised Youth Experience with students within the age range of the licensure level sought (e.g., grades K-12 or secondary). | YES | NO |
| ◆ I give Student Academic Services permission to check my judicial records and supply information to those making decisions about my admittance. | YES | NO |

****A “no” response will require appropriate action by Student Academic Services.**

DISCLOSURE REQUIREMENT:

The information furnished below is requested in conjunction with your application for admission to the Teacher Education Program and will be used only in a manner consistent with that purpose.

- 1. Have you ever been convicted of, or pled guilty or no contest to, a criminal charge, other than a minor traffic offense? NO YES
- 2. Have you ever been suspended, expelled, asked to withdraw, or placed on probation for disciplinary purposes by Winthrop University or any other institution of higher education? NO YES
- 3. Have you ever admitted to or been found guilty of academic misconduct? For purposes of this inquiry, academic misconduct includes, but is not limited to, any act of dishonesty such as cheating or plagiarism. NO YES

If the answer to **any** of the above is yes, please attach a full and complete explanation.

If at any time in the future, prior to completion of the Master of Arts in Teaching Program, the above information changes, or you learn that the above information is not accurate, you must notify the Director of Student Academic Services immediately.

VERIFICATION:

By signing below, I verify that to the best of my knowledge all of the information contained in Part I of this Application is true and accurate and I agree to report any changes in the above information as they occur or come to my attention. I understand that failure to disclose this information may result in my removal from the Master of Arts in Teaching Program.

Student Signature Date

SUBMIT TO STUDENT ACADEMIC SERVICES, 144 WITHERS

Academic Data Verified By Student Academic Services

Signature _____ Date _____

**PART II: TO BE COMPLETED BY THE DIRECTOR OF STUDENT
ACADEMIC SERVICES**

Based on initial review and verification that all admission requirements listed in Part I have been met, I certify that this person is eligible to proceed in the process for admission to teacher education.

Director, Student Academic Services

Date

PART III: TO BE COMPLETED BY THE ADMISSIONS COMMITTEE

_____ We **recommend** that the student be formally admitted to the Teacher Education Program.

_____ We **do not recommend** that the student be admitted to the Teacher Education Program.

_____ Admission denied until intervention takes place.

Reason for denial:

Intervention recommended:

Signature of Teaching Field Department Faculty Member

Date

Signature of Center for Pedagogy Faculty Member

Date

Post Intervention Recommendation:

_____ We **recommend** that the student be formally admitted to the Teacher Education Program.

_____ We **do not recommend** that the student be admitted to the Teacher Education Program at this time.

_____ Admission denied until remediation takes place.

Signature of Teaching Field Department Faculty Member

Date

Signature of Center for Pedagogy Faculty Member

Date

PART IV: TO BE COMPLETED BY THE DEAN OF THE RICHARD W. RILEY COLLEGE OF EDUCATION

_____ I approve this student's admission to the Teacher Education Program.

_____ I **do not** approve this student's admission to the Teacher Education Program.

Dean, Richard W. Riley College of Education

Date

COLLEGE OF EDUCATION WINTHROP UNIVERSITY

Supportive Documentation of Youth Experience

To be completed by the Teacher Candidate:

Name: _____

ID Number: _____

Major: _____

Identify Placement: _____

Please describe setting and experience: _____

To be completed by the Practitioner/Supervisor:

The above student has successfully completed _____ hours of supervised experience with age-appropriate youth. Please assess the student's success during his/her placement.

_____ Satisfactory

_____ Unsatisfactory

Signature

Date

Position/School

****Successful completion of the Teacher Cadet Program in high school counts as the required 25-hour Youth Experience.**

If you have additional comments, please note them on the reverse side.

This form should be returned to:
Student Academic Services
144 Withers
Richard W. Riley College of Education

SAS 6-00 (Rev

THE ESSAY:

The purpose of the admission process is to demonstrate your competence to enter the Teacher Education Program of the Richard W. Riley College of Education at Winthrop University. The essay you write should meet the following specifications.

- Begin and end your essay with opening and closing statements. The opening statement should introduce your topic with a declaration of purpose and concise description of content. In the closing statement, you should review the highlights of your essay and provide an appropriate conclusion.
- In the body of your essay, you should
 1. Describe three (3) learning experiences that have contributed to your growth as a prospective teacher. At least one experience should be from your education coursework, one from life experiences that inform your interest in teacher education, and one from your 25 hours of supervised experience with children/youth.
 2. Analyze the role each of these experiences played in your development as a pre-service teacher; in other words explain how, why, or in what way these experiences were significant in your own learning.
 3. Reflect on how these experiences have changed you or your perception of teaching. This section may include reflection on how you will use these experiences to shape how you teach or interact with children or youth.

Additional requirements:

1. You should submit the original and two copies of the admission application with your completed essay.
2. The essay should be no longer than four pages, word-processed, double-spaced in 12-point font, and printed with black ink on white or cream paper.

ADMISSION ESSAY SCORING RUBRIC

ACCEPTABLE	6 Point Essay Exemplary	<ul style="list-style-type: none"> • Describes appropriate, substantive experiences. • Has central idea to unify description, analysis, and reflection. • Shows careful observation of details, insightful analysis of learning, and logical generalization from past to future events. • Shows maturity in paragraphing, transitions, and sentence structure. Uses Standard English proficiently. • Includes advanced understanding of concepts and content specific to initial coursework.
	5 Point Essay Competent	<ul style="list-style-type: none"> • Describes experiences that are appropriate but with less substance than in a six point essay. • Shows unity in description of experiences. • Includes description of details, analysis of learning, and generalization from past to future events. • Uses Standard English proficiently. Includes grammatical, mechanical, or usage errors that do not detract from content. • Includes clear understanding of concepts and content specific to initial coursework.
	4 Point Essay Satisfactory; Minor Flaws	<ul style="list-style-type: none"> • Describes appropriate experiences. • Shows coherence but may have paragraphing errors and lack transitions in description of experiences. • Includes adequate description, analysis, and reflection. • Has some grammatical errors, but they do not interfere with readability. • Shows sufficient understanding of concepts and content specific to initial coursework.
REVISE	3 Point Essay Revision Required; Serious Flaws	<ul style="list-style-type: none"> • Describes appropriate experiences. • Includes unified experiences, but reader may have to make some inferences. • Includes description, analysis, and reflection, but one aspect may be lacking or under-developed. • May include a few grammatical, mechanical, and/or usage errors that interfere with readability. • Omits some important concepts and content specific to initial coursework.
UNACCEPTABLE	2 Point Essay Unacceptable; Too Many Flaws	<ul style="list-style-type: none"> • Includes insufficient experiences. • Exhibits minimal organization and/or lacks unity. • Includes two or more aspects of description, analysis, and reflection that are lacking or under-developed. • Shows significant problems with grammar, mechanics, and/or usage that interfere with readability. • Presents weak or fragmented understanding of concepts and content specific to initial coursework.
	1 Point Essay Unable to Begin Task Effectively	<ul style="list-style-type: none"> • Includes insufficient and/or inappropriate experiences. Shows little evidence of appropriate reasoning. • Exhibits disorganization and fragmentation. • Includes two or more aspects of description, analysis, and reflection that are lacking or seriously under-developed. • Shows serious, pervasive, and varied problems with grammar, mechanics, and usage. • Makes no attempt to include concepts and content specific to initial coursework.